

Lesson Plan

NAME: Amber Bozzo

DATE: 9/22/2010

Grade Level: 1
Subject: Reading/Language Arts
Content Standard(s): Word Analysis, Fluency, and Systematic Vocabulary Development Concepts About Print (1.2) Identify the title and author of a reading selection. Reading Comprehension (2.2) Respond to <i>who, what, when, where, and how</i> questions.
Purpose of the lesson: To introduce students to the school library and the variety of books offered in the school library. Students must demonstrate comprehension through listening and viewing: <i>Miss Brooks Love Books! (and I don't)</i> by Barbara Bottner. In this lesson, students will be able to listen and comprehend the ideas in the book as well as retell key points in the story in the order they took place. The California State standards state that first grade students must identify the title and author of a reading selection (book). First graders must also respond to who, what, when, where and how for a reading selection (book).
Links to Prior Knowledge or Experience: (Background knowledge/skills gained outside school or in school). I will ask students to share what kind of books they like to read and/or what interests them at home or at school. I will ask students to share* what they like to read and/or interests them. For example, do they like a certain sport, a place to visit, a particular doll to play with, historic events, cooking or baking, or, do they like princess or prince fairy tale stories? Students will be asked if they have ever visited the local public library and/or school library. I will use the book to introduce the class to the school and/or public library. After read the book and discuss the events that take place in it, I will present the rules, regulations and procedures of visiting a library (which is another lesson). *Students will share as a group (groups already determined at beginning of the year) one at a time for 60 seconds their favorite book or interest.
Performance Objectives: Students will identify the title of the book (<i>Miss Brooks Loves Books! And I don't</i>). This identification fulfills the California State standard (1.2) under Word Analysis, Fluency, and Systematic Vocabulary Development Concepts About Print. To fulfill the California State standard (2.2) under Reading Comprehension, after I read the book aloud, students will respond to the following questions: 1) Who was the main character in the story? (Answer) Miss Brooks the librarian 2) What was the story about? (Answer) The little girl who did not like books or the project (book week) that Miss Brooks assigned to each student. 3) When did the story take place? (Answer) When the little girl was in first grade. 4) Where did the story take place? (Answer) At the little girl's local library. 5) How did the book end? (Answer) The little girl found a book that she enjoyed (<i>Shrek</i>) and read it to her class to complete the project assigned by Miss Brooks.

Assessment/Evaluation:

Comprehension to the questions: who, what, when, where and how of the book *Miss Brooks Love Books! (and I don't)* must be achieved by each student. In order to determine comprehension, the students will pair share with a partner the following questions: Who was in the story? What was the story about? When did the story take place? Where did the story take place? How did the story end? The students will be allowed a total of 5 minutes to collaborate in pairs, then the class will discuss as a whole the: who, what, when, where and how questions. The teacher will write on a large piece of paper the class answers to afore mentioned questions.

To measure identification of the word (by) and (illustrated by) questions, students will create a title page for their own book along with an illustration for that page. Students will underline the words: (by) in red crayon and (illustrated by) in blue crayon. The teacher will demonstrate instructions, example of title page, illustration example and underline the words (by) and (illustrated by) in appropriate crayon color. Teacher will demonstrate this activity via overhead projector.

I will evaluate the students' work by walking around and class and visually checking to see if children are on task and following directions. Students' correctly following directions will be given a "good job" sticker. Students' not on task and/or not following directions will be corrected of behavior (if not on task) and/or reminded of directions (if not completing work according to directions). Once on task and following directions, students' will be given a "good job" sticker.

Scaffolds for English learners & Children with Special Needs:

After reading the story, the teacher will ask if there are any questions about the book. To initiate questions, I will ask the class for three questions they have about the book. This will be done to avoid a situation in which children might feel awkward about speaking in front of the entire class. After the three questions are answered, I will ask the students to do a quick think/pair/share. Before the think/pair/share, I will tell the class I want to hear at least three questions during their sharing with each other. I will be prepared for "no" questions; however, I want to create an opportunity for questions. I will ask the class to define the word library and librarian. During the story, the teacher will define vocabulary words (vexing, appalling, stubborn, revolting, wart and terrifying), but definition should not interfere with flow of story.

To make sure all students in the classroom understand the assignment, groups and partners will be assigned so that lower reading levels are placed with higher reading levels. The teacher will go around to each student and group to confirm students are on task. If a student is unsure about pair/share topic and/or assignment, the teacher will take time to answer questions and/or clarify assignment.

Academic Language:

Before I read the book aloud in class, I need to go over the definition of a few words: library, librarian, vexing, terrifying, stubborn, revolting, appalling, and wart. Photographs and pictures will be provided via internet to illustrate the words.

Materials: White board, dry erase pens, eraser, the book titled *Miss Brooks Loves Books! (and I don't)* by Barbara Bottner, personal journals, white paper (8x11), crayons, pencils, large piece of paper for teacher to record answers (who, what, when, where and how), overhead projector to demonstrate title page, illustration and underline words (by) and (illustrated by), red and blue crayon.

INSTRUCTION: Procedures & Activity/Activities:

Before the teacher reads aloud the story *Miss Brooks Loves Books (and I don't)* by Barbara Bottner, I will have students point out the title of the book. The teacher will complete this task by asking the students "who can point out and/or read the title of this book?" Students are able to point out the title because they have been practicing this standard for the last four weeks of class during language/reading arts and read aloud time. To confirm all students know the title, the teacher will have the class (in whisper voices) repeat the title in unison. If there is any doubt that any student(s) did not participate and/or does not know the title, the class will be instructed to repeat in whisper voices the title of the book until every student complies.

Next, the teacher will ask the students to raise their hands if they can point out the word (by). The teacher will then have two students point out the word (by) on the cover of the book using their fingers. Students have been introduced to the word (by) for the last four weeks of instruction during language/reading arts and read aloud time. Students are able to read and identify the word (by) because they have been practicing this word for the last four weeks and it is a classroom sight word.

The teacher will then call on another student to read or point to the word (illustrated by). Again, we have been practicing the words (illustrated by) and the students are able to identify and point out the two words. The teacher will ask two students to define in their own words what the words (by) and (illustrated by) mean. Since the beginning of the school year the resident teacher and student teacher have introduced the title and author (by) of each book read aloud. Students are able to define these words due to practice of every read aloud since the beginning of the school year.
(Time: <5 minutes to identify title, by and illustrated by)

Read the story (Time: 15 minutes)

In order to determine comprehension of the story, the students will pair share with a partner the following questions:

Who was in the story? What was the story about? When did the story take place? Where did the story take place? How did the story end? The students will be allowed a total of 5 minutes to collaborate in pairs, then the class will discuss as a whole the: who, what, when, where and how questions. In order for students to remember the questions (who, what, when, where and how), these questions will be posted on white board in front of classroom.

Pair share (Time: 8 minutes)

The teacher will call attention back to the front of the class after 8 minutes by ringing the "freeze" bell. Students know to stop talking and pay attention to teacher when bell is rung.

As a class, the students will answer the questions (who, what, when, where and how). The teacher will record answers on a large piece of paper.

Students will respond to the following questions asked by the teacher:

- 1) **Who** was the main character in the story? (Answer) Miss Brooks the librarian
- 2) **What** was the story about? (Answer) The little girl who did not like books or the project (book week) that Miss Brooks assigned to each student.
- 3) **When** did the story take place? (Answer) When the little girl was in first grade.
- 4) **Where** did the story take place? (Answer) At the little girl's local library.
- 5) **How** did the book end? (Answer) The little girl found a book that she enjoyed (*Shrek*) and read it to her class to complete the project assigned by Miss Brooks.

Class discussion and teacher recording answers onto large piece of paper (Time: 10 minutes).

To measure identification of the word (by) and (illustrated by) questions, students will create a title page for their own story along with an illustration for that page. Students will underline the words: (by) in red crayon and (illustrated by) in blue crayon. The teacher will demonstrate instructions, example of title page, illustration example and underline the words (by) and (illustrated by) in appropriate crayon color. Teacher will demonstrate this activity via overhead projector.

Creation of a title for book and illustration, plus demonstration by the teacher (Time: 25 minutes).

Closure: Students will share with a partner (pair share) their book title, illustration and underlined words (by) and (illustrated by). If necessary, partner will correct fellow student if the words (by) and (illustrated by) are not underlined correctly with red or blue crayon.

Pair share: (Time: 5 minutes)

Student Reflections:

The next day, students will begin to write in journals their own story from their title page creation (activity from previous day's assignment). The story must answer the following questions: (who, what, when, where and how). This will ensure comprehension from read aloud story and activities from previous day.

Teacher Reflections:

When reviewing the students works:

- 1) Creation of a title for a story
- 2) Illustration for title page
- 3) Words **(by)** and **(illustrated by)** underlined words in correct color

The teacher will answer the questions: were all elements of the assignment created and were instructions followed?